



ARCHITECTURE
TEACHER

the

AMERICAN TEACHER

magazine

OCTOBER, 1958

MUST COURSES IN HIGH SCHOOL

TELEVISION: MESSIAH OR MONSTER?

Guest Editorials

HOW WILL AMERICAN schools present the stiffer courses that are being urged by educators and public alike?

Even before Russia's sputniks spurred America's interest in tougher and more scientific schooling there was considerable question as to how the growing need for teachers resulting from the enlarging school population could be met.

Higher Standards for Teachers

Now the problem becomes harder. Not only are more teachers needed, but many of them must be better in terms of education and ability to teach more difficult subjects.

The suggestion of Carl J. Megel of Chicago, president of the AFL-CIO American Federation of Teachers, is that the states should require degrees of Bachelor or Master of Arts for certification of new teachers, and grant them lifetime certification.

Perhaps it seems odd to suggest raising the standards for certification at the same time the nation is badly in need of many more new teachers. Still it is entirely possible that higher standards would induce more college students to plan teaching careers.

Another factor is that higher standards for certification would surely result in higher earning capacity for new teachers. More attractive salaries, of course, would serve as an effective inducement to draw more talented students into the teaching profession.

Teachers are the fountainhead of education. That surely is the logical place to begin with higher standards.—Decatur, Ill., *Review*.



THERE can be only commendation for the American Federation of Teachers in its strong opposition to proposals that Time and Life magazines be banned from the high schools of the nation.

The National Association of Secondary School Principals recommended the ban because of a recent series of Life articles on American education, with the series being called irresponsible.

A Proposal Unbecoming to Principals

Carl J. Megel of Chicago, president of the Federation, an affiliate of the AFL-CIO, explained the union's opposition in this statement in behalf of its executive council:

"The American Federation of Teachers does not necessarily agree with the portrayal of American education expressed by Time and Life. However, there has never been a time when public education and those responsible for it were in greater need of critical analysis and evaluation. A matter of so much public concern cannot be judged by the public without complete information and discussion."

Time and Life are not the favorite publications of many Americans, and some of these feel that they have gone too far in their attacks on education.

But this is far from being sufficient reason for

banning them from high schools. Suppose we quit church every time the minister said something from the pulpit we didn't like or with which we disagreed? Suppose the student tried walking out on every teacher whose criticism he considered unjust?

No, it wouldn't work. Neither will this attempt to ban two magazines from schools because they have criticized those schools.

The whole thing is contrary to the precious principle of freedom of press and speech—and freedom of expression within the classroom itself.

That's why it seems so strange to have the ban proposed by an organization like the National Assn. of Secondary School Principals.

Actually the organization is guilty of recommending something that amounts to a dangerous form of censorship, a course that runs counter to the most basic concepts in the field of American education.—Beaumont, Tex., *Enterprise*.



LAST SPRING, there went up in Ohio the first of 470 huge outdoor advertising billboards, which were designed to "add a new dimension" to the teacher recruitment effort. The boards spelled out in reflecting letters: *Teaching—a Better Career Every Year*, although there were no supporting reasons why the statement is true.

Billboards In Teacher Recruitment

The project was a joint venture of The Outdoor Advertising Association and the Ohio Education Association. It is difficult to explain the stake that outdoor advertisers have in recruiting teachers, and it is doubtful if an inquiry would bring a truthful answer. No doubt they were motivated by the same force that has caused many similar business groups as well as others to deny that there exists a real reason for the shortage of teachers, namely, salary and working conditions.

It is even more difficult to explain why the OEA, an organization that is supposed to represent the interests of classroom teachers, was active in such a project. One could scarcely conceive of lawyers, doctors, dentists, engineers, or any other professional people taking part in an activity that would only cheapen their profession.

It may be true, as has been suggested by some people, that OEA does not represent the interests of the classroom teacher. If OEA is so interested in the teacher supply, why is it not recognizing the real reason for the scarcity? Why are teachers paying their money to support an organization that promoted a project to sell them down the river?

We recognize that we need more and better teachers. We do not believe that *beating the bushes* to attract every Tom, Dick, and Harry to the classroom is a legitimate solution to the problem.—The Edde, Mansfield Federation of Teachers, Local 703.

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The President's Page

By Carl J. Megel

TEACHERS everywhere are conscious of the shortcomings in our educational system. Low salaries, inadequate housing, curriculum deficiencies, are generally in evidence.

The American Federation of Teachers is providing a vigorous and positive action program to correct these inadequacies. Unfortunately, such aspects are only a symptom of a deeper sociological maladjustment.

The papers carried the headlines that the Governor of Arkansas, in defiance of the integration mandate, closed the high schools of Little Rock. Gov. Faubus thereby denied educational opportunities to all children of Little Rock in order to gratify his own personal prejudices. What evil has befallen us when the doors of a school are closed to young people because of the color of their skin?

Such conditions cannot long exist without damage to our precious democratic ideals. The spirit of Valley Forge, Gettysburg, and Iwo Jima could not long tolerate such injustice. Yet, strangely enough, little or nothing is being done. For this reason the following telegram was sent by me to President Eisenhower:

"The membership of the American Federation of Teachers calls upon you to exert immediate and positive leadership in finding solutions to the school integration issues."

"The American Federation of Teachers, representing the teaching profession, is dedicated to the fulfillment of full educational facilities for all children as a prerequisite for maintaining our American democracy. Defiance of the law of the land is contrary to any concept of a functioning democracy."

"Grave consequences are highly probable if the defiance of a supreme court directive as exemplified by the action of the governor of Arkansas is allowed to continue unchallenged. We strongly urge, Mr. President, that you become vocal and vigorous in guaranteeing all children full educational opportunities."

THE SECOND equally dangerous scourge to our democratic ideals is represented by the attempts of various states to expand the nefarious right to work law. There is a relationship between these two important events. Governor Faubus by dictatorial decree perverts democratic rights of citizens. The right to work laws negate inherent rights established by democratic collective actions. Enactment of right to work initiatives are being voted on in the November elections



MR. MEGEL

in the states of California, Colorado, Idaho, Kansas, Ohio and Washington.

This is an all out effort to kill the labor movement in America. In order to get the proposition on the ballots, it was necessary to get a great many signatures. Hundreds of thousands of dollars were immediately available for this purpose. A letter which I received from our labor representative in the state of Washington said:

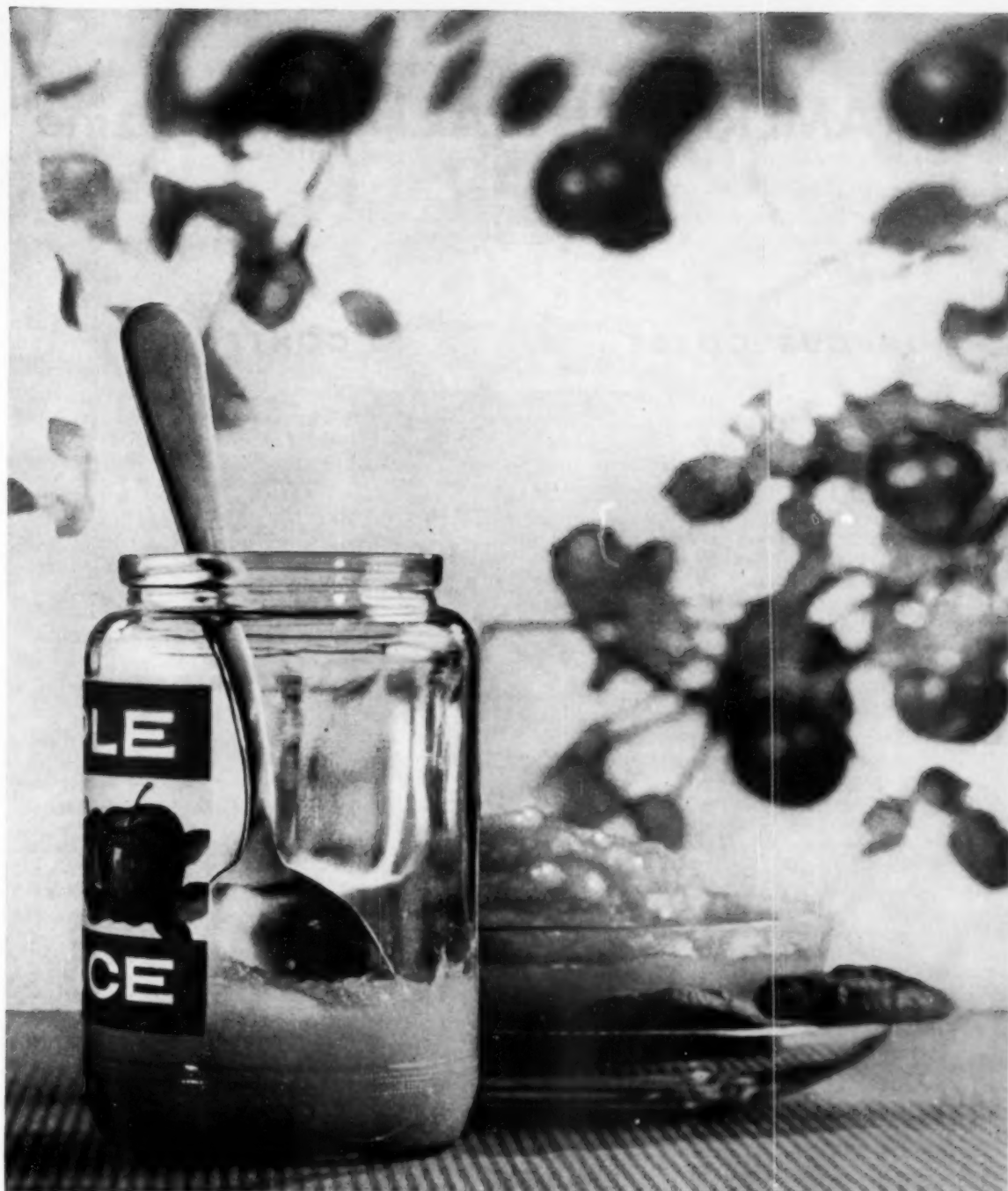
"Labor was able to defeat this measure in 1956 but the opponents are back with a more vicious measure." He further stated, "Through an education campaign we thought we had it licked for 1958, since they did not seem able to obtain the 90,000 signatures to get it on the ballot. However, during the last two weeks before the deadline, a high official of the Boeing Airplane Company stepped into the campaign and by causing its employees to sign the petition, presumably as a condition of employment, enough signatures were obtained to again place the initiative on the November ballot."

THE EFFECTS go deep. The essence of democracy is at stake. An educational system which guarantees full educational opportunity for all of its citizens and a free labor movement are the strongest bulwarks for the preservation of a democratic society. A closed schoolhouse and a shackled employee are sure signs of a declining democracy.

In building a new concept, American teachers have the greatest responsibilities. Without schools we can be no profession. Without a free labor movement, we cannot be represented by the finest professional organization in America today, the American Federation of Teachers.

But in the final analysis, we, the people, hold the key. On Nov. 4, 1958 every representative and one-third of the senators in the United States Congress are up for re-election. I urge you in your local communities and in your individual states to see that every citizen is registered; that he understands the issues and that he votes for the best qualified candidate.

Your co-operation with COPE, the AFL-CIO Committee on Political Education, will be beneficial, especially in states where the right to work initiative is on the ballot. Make doubly sure that every teacher is registered and votes.



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The AMERICAN TEACHER magazine

Volume 43, Number 1



October, 1958

ON OUR COVER

Teacher on our cover is Martin Shapiro, member of Jersey City (N.J.) Federation of Teachers, Local 752, explaining an assignment to two students in his architectural drawing class in Henry Snyder high school of the same city.

Shapiro, an architectural drawing teacher since 1934, received his Bachelor of Architecture degree from Carnegie Institute of Technology in Pittsburgh the year before.

He is a registered architect in New Jersey, and out of school has designed residences, hospitals and public buildings for New York firms.

His avocation is art, his pastime golf and his relaxation his home, wife, Jeanette, and his daughters, Harriet, 10, and Karen, 7. His own paintings decorate his walls. Students are Robert Pederson and Richard McCall.

Photo by Solomon M. Margolin, also a member of Jersey City Federation of Teachers, Local 752, is the first to win \$50.00 for an A.F. of T. member cameraman. Story, Page 17.

Published by

The American Federation of Teachers, affiliated with
The American Federation of Labor
and Congress of Industrial Organizations

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Copyright, 1958 by the American Federation of Teachers. Entered as second-class matter October 15, 1942, under the Act of August 24, 1912. Re-entered at Waterloo, Wis., under the Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of February 28, 1925, authorized November 3, 1926. SUBSCRIPTIONS: \$1.50 for the year — Foreign \$1.60 — Single copies 40c. Published four times yearly in the months of February, April, October and December at Waterloo, Wisconsin. Executive, editorial and advertising office, 28 E. Jackson Blvd., Chicago 4, Ill. Subscribers are requested to give prompt notice of change of address. Remittance should be made in postal or express money orders, drafts, stamps, or check. Available on microfilm through University Microfilm, Inc., Ann Arbor, Mich. Postmaster: Please send Form 3579 to 28 E. Jackson Blvd., Chicago.



Must Courses in High School

By James J. Doherty★

MANY MIGHT call me *the apostle of the obvious* when I state that a human being is a complicated mechanism. Basically, however, there are but two factors that separate man from his fellow creatures.

One of these factors is a selective, determining, or motor faculty which actuates him in a particular course of action when faced with a multiplicity of alternatives. This principle is concerned more with matters external to the individual.

The other faculty is more immanent in its working processes. Its activity has its inception and fruition within the individual. The former principle is called by most the *will*, while the latter is given the name *intellect*.

By and large, we products of western civilization train the will according to what we call the Judean-Christian principles of morality. During the major portion of our history the intellect has been guided along the paths of the *paidea* of the ancient Hellenes. The fountainhead of the former discipline was Palestine, of the latter, Ancient Greece.

Primarily the job of inculcating the moral principles which guide the will is that of the church. In like fashion the duty of informing and training the intellect is considered to be that of the school. For the purpose of this essay it will be our function to concentrate on the latter.

Perhaps in essaying the distance which we have traveled from the ancient Grecian ideal of the *paidea*, we shall discover the cause of the seemingly universal discontent with



Mr. Doherty

our educational system, both within and without the teaching profession.

UNIQUE among the peoples of the world, the ancient Greeks gloried in and had confidence in man's intellect and its potentialities. While others permitted themselves to be held back by fears engendered by ignorance and superstition the sons of *Hellas* set sail confidently on the uncharted seas of the mind with only the intellect as a compass to guide them.

To them it was a glorious thing to be a man and to act like a man. For them the degree of *human-ness* possessed by any man was determined by the degree to which his intellect was developed. Surely they reasoned cor-

rectly that the development of that faculty which separated humans from their fellow creatures should be the criterion of the *human-ness* which any individual attained.

As a result these pioneers left us the traditions of humanism in learning, the only educational system which has stood the test of time. Any attempt to discuss the question of *must* courses in high school is forced to take this tradition into consideration.

Probably a stranger, looking at our educational policy, is struck by our tendency to specialize. This is true with respect to both the pupils who are being trained and the teachers who are training them. Have you ever heard the story about Miss Jones, a fourth grade teacher? When asked a question about the use of fractions in computation Miss Jones was heard to say:

"Ask Miss Smith, the fifth grade teacher about that. Fractions are fifth grade work."

Perhaps, as a teacher, your blood may boil at the overtones and implications in the preceding story. Unfortunately, when taken as a *crack* at our overspecialization in education, most of us appreciate that there is more *truth* than *poetry* in the tale.

HYPNOTIZED by the success of the assembly line method and mass production, we Americans have applied the techniques of these fields to that of education. Would that the experimenters in this area had realized that the human mind is not composed of many nuts and screws, each of which may be given a tightening twist at each go-round!

The human mind is not only a complex thing. It is a *whole* thing. Not only must the *whole* mind be educated, but it must be educated by a *whole* teacher. Space does not permit the quotations available on the subject, but for some time many of the more responsible people in education have

★President, Boston Teachers' Union, Local 66, and social science teacher in Boston Latin School, supposedly the oldest high school in the country and noted for its adherence to the traditional curriculum. Only students of high achievement in elementary school are accepted as students.

been looking with jaundiced eyes on the phenomena of the American landscape known as schools of education. Even the right of this type of school to exist has been questioned.

Preoccupation with method, and in some cases, almost a complete disregard for matter on the part of these schools has caused this eruption. If cooler heads prevail it is likely that the field of education may become a graduate school discipline. After a student has been exposed to the regular liberal arts curriculum, and has evinced a desire to enter the pedagogical profession, he or she may be given further study in methods, testing, and associated fields.

Once we obtain the *whole* teacher we still have the problem of the training of the *whole* child. Indubitably one of the most disconcerting situations confronting the conscientious teacher today is the attitude on the part of the child that learning should be compartmentalized. How many teachers of the natural and social sciences have been faced with the fact that their students are atrociously deficient in spelling and reading? Unity and coherence in composition seem to be considered old fashioned *stuffy* concepts to be relegated exclusively to the English classroom, and even then, only under duress!

Weirdly enough administrators have been known to compound this felony against education by agreeing with the students. In front of a class in one Boston junior high school I was informed by the principal that it was unnecessary to demand complete sentences in history recitations. At the same school a temporary teacher across the corridor from me was told not to teach grammar. "We tell them stories now," said the supervisor to the neophyte.

THIS BRINGS us to the first of the must courses for high school. Aristotle made the point that a man who lived apart from his fellow man was either a saint or a criminal. We are gregarious and social animals. In fact ideas evolved by the intellect would lose much of their *raison d'être* if they could not be communicated to other human beings.

Language, the code by which these ideas are transmitted from mind to mind, is thus a *sine qua non* if humans are to live *humanly*. As a matter of fact most of us would accede to the fact that the main purpose of the school is to train the pupil to think intelligently. Along these lines, it was no accident that the great cathedral of learning that was medieval scholastic

philosophy evolved from the study of grammar. To satisfy the more pragmatic among us it might be asked:

"In what field of endeavor is it not an asset to be able to speak and write clearly and forcefully?"

No doubt few, even among the most *progressive* of modern educators would question the preeminence of English among secondary studies. Nevertheless, what has been said before concerning the importance of the transmitting tools in transferral of ideas among men, should point also to the necessity for foreign language study, especially in the academic curriculum. We live in a day when communication between countries and even continents is almost instantaneous.

Today travel time between Moscow and New York is less than it was between Washington and New York in the days of our country's infancy. In the light of these facts it would appear that concentration on foreign languages in our curricula is long overdue. Understanding among the peoples of the world is recognized as a necessity if we are to have permanent peace.

How is it possible to obtain this understanding if we do not know how the *other half* thinks? Furthermore, how is it possible to understand the thinking processes of other people if we do not know at least something about the media in which they think, their languages?

Throughout this discussion we have been absorbed in the necessity for developing a curriculum which inculcates reasoning powers in the student. One discipline recognized from time immemorial as being dedicated to the development of pure reason has been the study of the *dead languages*.

Greek and Latin, tossed aside in recent years as not suited to the more pragmatic concepts in education, have done more to develop sturdiness of intellect over the years than any other curriculum subject matter, in my opinion. Boston Latin School, recognized country-wide as a focus for the development of academic talent, has clung steadfastly to the inclusion of Greek as well as Latin in the school's curriculum.

The success of our graduates is unquestioned in the academic field, but what if I were to tell you that the most successful Fuller Brush salesman in New England is only one year out of Boston Latin School? Our graduates show up as superior even when they matriculate in the *college of hard knocks*. Anyone capable of parsing a Greek or Latin sentence is not

likely to be stumped too often by the everyday problems of real life.

SO MUCH for the all-important tools of the languages, but what of the social sciences, the study of *humanity* of man himself? This has been a neglected and a corrupted area of study. We have strayed far from the position of the Grecian ideal in this field.

Politics was said by Aristotle to be the highest science. Universally at the present time in this country politics has been dragged down into the muck and mire of degradation.

The ethical man and the political man were conceived as one by the ancient Greeks. What a sad commentary on the plight of our country and the world as we look about us today! Could this situation be a result in some cases of the practice of selecting All-American football players to teach the sport to our youngsters, and then dumping them into the teaching of history because some state laws require coaches to be regular members of the school faculty?

Is it possible that the condition arises from the fact that many administrators feel that history teachers need to know only how to read a book? Does it flow from the fact that many college deans suggest the social sciences to the lowest caliber of students matriculating at their institutions?

Whatever the reason for the present ignorance and collapse in this area, we know that the Bentleys, Chamberlains, and the Korean POW's have blamed their lack of knowledge of the history of our country and the heritage of Americanism for their fall from grace. The most important business of America is the government of America.

It is high time we began to make sure that this business of government is in capable hands. Those hands belong to every man and woman of voting age in a democracy. Let us shore up this field of concentration for it badly needs it! Make sure that even those children getting their terminal education at the secondary level obtain only the very best teachers in the fields of civics, government, and history.

BECAUSE Sputnik I and its successors have awakened the American people to the importance of the natural sciences, I have saved this important discipline for the end of the discussion on specific curriculum subject matter.

We in America tend to act in fits and starts. Where is the fervor for

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ETV . . . MESSIAH

or

MONSTER?

By WALTER C. VARNUM, Ph.D.★

"**WE UNION** teachers welcome television as an additional tool of our trade. We view it as an aid to our teaching in the same way that we view films and tape recordings. But we warn that educational television (ETV) is a poor substitute for the classroom teacher. We oppose this substitution in the same way that we would oppose larger classes or the substitution of films for teachers. We reject ETV because it is second-class education."

THE FOREGOING was spoken by G. Porter Ewing, representing the Los Angeles Teachers Union, Local 1021, to the board of education of Los Angeles May 22, last. The statement went on to endorse the conclusions of a study prepared by the present writer for the Faculty Association of Los Angeles City College.

While there has been no paucity of studies and published opinion on ETV, *L'affaire L.A.C.C.* is one of the first instances where the faculty of a large college has seen ETV working on its campus, has studied evaluations pro and con and then, in signed ballots, rejected it by a 10 to 1 vote. It was this rejection of ETV as an educational gimmick which created a minor furor in the local and national press.

The most casual observation of the situation reveals that the rejection of ETV as a teacher surrogate by 81 percent of a group of students who had experienced it, as well as by the faculty, goes far beyond the matter of how well the students score on multiple-choice questions. The rejection reflects a deep seated understanding of the psy-

*Chairman, department of psychology, Los Angeles City College, and member, Los Angeles Teachers Union, Local 1021. His accompanying article grew out of a study and report on closed circuit educational television by the ETV committee of the Los Angeles City College faculty of which he is chairman, and adopted by the faculty assembly as indicated in his story.



DR. VARNUM

chological basis of the educative process as well as a perhaps half-intuitive realization of the time motivation which lies behind this latest attempt to emasculate it.

This article examines into the complex pattern of expediency vs. psychological need, which underlies this issue. Factors in the ETV controversy follow:

LOSS OF PERSONAL Contact Between Teacher and Pupil: This factor, the one most generally mentioned as the shortcoming of television which, though subjective in that it cannot be measured in terms of test scores, is perhaps the most critical argument against ETV. Concern over this matter has been well expressed by many persons. Dean Edwin A. Lee of U.C.L.A. puts it as follows:

"Television, motion pictures, and other new audio-visual devices will

never eliminate the need for that fundamental ingredient of learning—the live teacher.

"Mass communication media must be recognized for what they are—mechanical means for the one-way transmission of information or entertainment.

"But we'll never have enough great teachers until society recognizes that quality education cannot be purchased at bargain prices."

Dean Lee's reference to paying for good teaching is, we believe, the crux of the whole matter and is dealt with elsewhere in this report.

Dr. Shepherd Insel of San Francisco State College commented after two years of experimentation with ETV that the chief objection to it was the lack of give-and-take between teacher and student.

"We make a basic assumption," he said, "that if someone teaches somebody must learn. But this is not necessarily true. Communication and therefore, learning, exists only where there is adequate feedback, where the teacher reaches the student and can check continuously whether or not he is getting across."

Dr. Hollis L. Caswell of Teachers College, Columbia University, appraised this aspect of the matter, by saying:

"The stimulus of the personal interest of a teacher in a pupil's achievement is largely eliminated by television teaching. One of the great weaknesses of the usual lecture course is the fact that there is little opportunity for teachers to become acquainted with individual students and for the students to gain the motivational stimulation and guidance the personal interest of a teacher affords.

"Often it is argued that television can extend the influence of great teachers from a few students to many hundreds or even thousands. What is overlooked is the extent to which teachers are great because of their direct, personal influence on students . . ."

Frank Trueblood of Los Angeles City College, in answer to a question by the American Council on Education, stated:

"I consider the most significant problem in my experience with (my) ETV class in Physics to be the seemingly impersonal relations between my students and myself. There seems to be a sort of synthetic or artificial contact."

Mr. Trueblood went on to point out that this problem seemed great enough to justify the setting up of nontele-

vised laboratory sections to accompany the TV activity.

IS ETV BETTER than conventional teaching? On October 20 to 23, 1957, a conference on ETV was held at State College, Pennsylvania. To this conference, sponsored by the American Council on Education, some 45 educational institutions sent 150 delegates. A large portion of the activity of the conference was the evaluation of four large scale experiments with ETV conducted at Pennsylvania State University, Iowa State College, Purdue University and Michigan State.

The findings of these four institutions, together with those of most other studies reported, show a very remarkable agreement in that there was no significant difference between televised and control classes insofar as achievement in test scores was concerned. At the same time, there was encountered a very general student objection to the lack of personal contact with the instructor and their inability to ask questions.

Students quite generally, after having taken work on television, show less approval of it than they exhibit at the beginning. Typical of the latter findings are those from Purdue University, where 50 percent of the ETV students starting their course thought that "A televised classroom lecture does not instruct as well as the conventional classroom lecture."

By the end of the experiment, however, the number of those disapproving had risen to 81 percent. At the outset, only 41 percent of these same students agreed that "instruction received over classroom TV does not capture and hold student interest as well as instruction received in the conventional class." Again, by the end of the term, this number had risen to 93 percent.

Each of these comments points to the same psychological fact, namely, that learning is an active process and the more *doing* on the part of the student is reduced, the less effective will be the education. Dr. Caswell again in the above-mentioned discussion stressed this fact:

"Appraisal of the effectiveness of television teaching has usually been made by comparison with the type of conventional teaching which is most like television teaching, that is, the lecture method. It is pretty well recognized that this pattern of teaching leaves a great deal to be desired and it is quite possible that teaching by television is just as good or even better, since the best lecturers can be used.

"But it does not follow that either

is the best method of teaching and it is quite possible that using television simply accentuates a present weakness in the conventional plan of instruction."

A MENACE to Education. While most students of the problem are content to try to find out how well ETV compares with conventional methods of teaching, some educational leaders feel that the matter involves more than this, and that ETV constitutes a very positive menace to our educational program. Professor Earl Kelley of Wayne University, speaking before the Association For Higher Education declared:

"Television is a real and present menace to the freedom of the teacher and the learner."

In the same tone, Carl J. Megel, President of the *American Federation of Teachers*, has declared:

"We are unalterably opposed to mass education by television as a substitute for professional classroom techniques."

Less violent opposition to ETV, but still a rather surprising one, is that of the well-known educational television expert, Dr. Frank Baxter, who achieved fame with his presentation of "Shakespeare over TV." When asked if he would be willing to do his own teaching over TV, he replied:

"No, I keep it out of the classroom. I don't want my students to feel that they are getting second best. When it comes to that, I would give up anything rather than give up my teaching."

EFFECT of ETV on Educational Services: It is a fundamental tenet of American education that class size is related to the effectiveness of teaching. We have striven mightily through our professional organizations to reduce the average number of students per class and we have done right well. In the last ten years, we have reduced the average class from 31.7 students per class to 28.6 students per class.

In the same ten-year span, Soviet Russia has reduced its average class size from 28 students to 17.5 students per class! In the face of these facts, we now have a group of exponents of television who would reverse the trend so that we may have 300 to 500 students in a class—in a class, incidentally, in which the teacher is not even present.

If economy is the main motive, then one may ask why are these would-be televised classes not simply herded into large auditoriums in the first place where large groups of students can be

taught by one instructor, using a public address system?

Furthermore, if ETV is sought as the answer to the teacher shortage crisis, why are not more of the current experiments being carried on in the elementary schools where the shortage now exists, rather than at the college level where there is no general shortage?

The answer is obvious. Pressures for economy have already made common the conduct of college classes by the lecture method. It is with this least desirable of teaching methods that ETV comes nearest to equality. Does anyone seriously believe it would work—where help is most needed—in the kindergarten and grade schools?

One may well ask in this connection what television can possibly do that cannot be done as well with films. Indeed, if the objective is to eliminate teachers, it is clear that we need only make a kinescope of the work of the so-called *master* teacher during his first presentation of a course and then fire him, too, along with the other teachers and school administrators!

Incidentally, the proper use of motion pictures has very real advantages over TV in that the material is available for review and assures some uniformity in the presentation of materials to various groups. It may also be kept up to date by easy revisions. Much experimentation with this form of teacherless teaching is, of course, going on currently and is itself much in need of critical evaluation in terms of our basic educational objectives.

A correct use of films has already become a vital part of modern classroom techniques. It may very well be that in special cases, ETV may also serve well as an audio-visual aid. The main problem here is to see to it that the tail doesn't wag the dog.

EFFECT of Television on the Professional Status of Teachers: Until the Sputniks came on the scene, many teachers had been deluded into thinking that they had enjoyed at least some improvement in their economic status during the last 20 years. We now learn from no less an authority than the president of Harvard University that our economic status has, in fact, been slipping backward rapidly and that merely to re-establish our position of 1934, the national median teachers' salary would have to be increased from the present \$5,400 to about \$9,000.

President Pusey of Harvard also observes that while we have been losing ground in pay for teachers, our opponent, the Soviet Union, has been

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THE TASK of writing a description of education as it exists in Sweden presents some of the same difficulties which are inherent in describing all changing phenomena. What is true today may not be true tomorrow.

However, even though changes have been taking place with especial vigor since 1950, the shifting, adjusting, and expanding within the school system is like the simmering of a cooking solution in a huge vat. The changes are purposeful and headed toward a definite goal with a definite time limit. There is long-range planning, measured in terms of decades, to ensure that the system in 1972 will be the one which is then needed and desired. There is an on-going program of research by responsible authorities, the results of which are used to make adjustments here and there in the developing school system.

Since 1950, this country of 7½ million people and an area equal to that of Wisconsin, Michigan, and Illinois, has been experimenting with a nine-year compulsory school called the *enhetsskola*—sometimes called *comprehensive school*. It is intended that the *enhetsskola* will replace various combinations of the *folkskola* and the *real-skola* even though certain forms of the latter will continue to exist as a parallel system.

The idea for an *enhetsskola*, it is claimed, has been borrowed, at least in part, from the United States. The experiment has now progressed to such a stage in the last seven years that during the past year 110,000 pupils were involved in 71 districts, from the thickly populated urban areas to the sparsely-settled regions in the north.

Thus, about one-seventh of all elementary school children are now going to the nine-year *enhetsskola*. Even in this try-out stage, the planning seems to have been so carefully done that it is now only a matter of time until the whole of Sweden has gone over to the compulsory nine-year system. In fact, the deadline is set for 1972.

THE PURPOSE of this new type of school is to equalize educational opportunities between city and country and to promote a closer relationship between the practical and theoretical subjects and occupations. The nine grades in the *enhetsskola* are divided

*Chairman of the department of mathematics, Wisconsin State College at Eau Claire, and immediate past president, Eau Claire Teachers College Federation of Teachers, Local 917, written while studying the teaching of mathematics in Sweden and Norway under a grant from the National Science Foundation.

EDUCATION

in

SWEDEN

By LAWRENCE WAHLSTROM, Ph.D.★



DR. WAHLSTROM

into three divisions of three grades each. In the lower and middle division as well as the first year in the upper division (seventh grade), the subjects are the same for all pupils. By the end of the seventh year, the pupils will have greater freedom in the selection of subjects, depending upon their own interests and aptitudes.

By the time a pupil enters the ninth grade, he will have made a selection of one of three possible branches: He will select 9g if he intends to go on to the three-year *gymnasium* which also prepares the pupil for the university. He will select 9y if he is interested in vocational training—by far the most popular branch. He will select 9a if he is interested in a more general type of education.

The Swedish pupil in the elementary school goes to school six days a week for 39 weeks during the year. Vaca-

tion periods are so planned that there are at least 214 school days in the school year. By the end of the ninth year, the Swedish pupil, who begins his school day about 8:00 a.m., has spent the equivalent of 1½ to 2 years more study in school than his American counterpart has over the same period of time.

AS A CONSEQUENCE of the tremendous building program, many of the buildings housing the *enhetsskola* in a community are brand new. Well-lighted and functionally designed at the expense of possible prizes in architecture, the rooms are almost always on one side of the building with the corridor along the other outside wall. Thus, there are no dark corridors or rooms.

Pupils enter from the corridor and remain standing at their desks until the teacher enters the room and bids them good-day. In the first two divisions, all teachers teach all subjects. In the third grade, for example, the pupils take up the study of such subjects as religion, 2 hours per week; Swedish, 10 hours per week; geography and history, 6; mathematics, 5; music, 2; gymnastics, 3; and 2 hours per week to a subject called *hemkunskap* which seeks to give instruction in matters pertaining to the home. Included in this course are topics from the preparation of food to the selection of one's reading material.

THE PHILOSOPHY of the school can best be described as child-centered with the main objective of developing each individual according to his own abilities and interests. At the same time, due respect is paid to the needs of the community in which he lives. There is no question about the fact that the teacher is the authority and is the one responsible for the discipline in the classroom. While the teacher insists on order, attention, and good behavior, the atmosphere is far

from being tense. There is much pupil activity in the learning process and the pupils seem anxious to demonstrate that they know the answers to the teacher's questions.

PERHAPS because Sweden is a rather homogenous country as far as religion is concerned, no one seems to question the teaching of religion in the schools from grade one through the *gymnasium*. In the instruction plan issued by the Royal Board of Education for elementary schools, the goals for the teaching of religion are as follows:

"To give pupils knowledge of 1) Christian faith and ethics, 2) the main events in the history of Christianity, 3) different congregations, and 4) important non-Christian religions. Instruction shall also give insight into present-day religious and ethical questions. Instruction is to be given in such a manner as to be of greatest worth to them in their own personal development."

Generally, instruction in religion is the two hours per week. Besides this, pupils also attend morning prayer sessions periodically, from 8:00 to 8:15 a.m. They may be excused from these sessions if their own personal religion warrants and if they can show that they receive the equivalent instruction at home or elsewhere.

IN THE FIFTH grade, pupils not only pursue the same subjects they have had previously, but they also begin the study of English 4 hours per week. Usually, there is much enthusiasm for this, their first foreign language. Although the interest tapers off, somewhat in succeeding years, it is still strong by the time it becomes an elective subject in the eighth and ninth grades.

To make room for the study of English, the time for the study of Swedish has been cut down from 10 hours per week to 8 hours. However, the pupils' total school time has now increased to 36 hours per week. Included in this time is the study of history, civics, natural science, drawing, painting, and modelling in addition to the other previously mentioned subjects.

In the ninth grade, the only difference between 9a and 9g is that pupils in the former branch are not required to take English, German, and French. Otherwise, new subjects in the ninth grade include physics, chemistry, biology, and exclude handicrafts and home arts.

The heavy end of the ninth grade both in regard to the total number of students and the number of hours per

week at school is the vocational branch, called 9y. Here there is a central core of studies consisting of Swedish, civics, geography, biology, hygiene, and gymnastics.

Besides these subjects, pupils select other courses depending upon which vocational choice they have made—whether agriculture, forestry, machine work, wood-work, office work, crafts, technical, or housework. Local conditions and opportunities are factors to be taken into consideration in deciding which vocational fields will be chosen and which ones will be taught at a given school. In the sparsely-populated but tree-studded *Jamtland*, for example, there is considerable interest in forestry as a vocation but not in farming.

IT HAS BEEN asserted that by the time pupils reach the ninth grade, only an average of one pupil out of each class is still undecided about his vocational choice. Most pupils make their own choice of one or two possible occupations with the help of school counseling if needed. Pupils in the 9y (vocational) branch are anxious to prepare themselves for life; hence, the interest is high. As a practical matter, the training period in the 9y branch is alternated between acquiring theoretical knowledge in the school and acquiring practical experience on the job in the community.

This phase of the practical training of the 9y pupils is welcomed by business because it provides them with trained personnel in the years ahead. It is also welcomed by the pupils because it helps them to decide early on a permanent career; thus eliminating the wasteful effort caused by change-over from one occupation to another. In selecting one of the three branches, general, academic, or vocational, students are generally encouraged to aim high. It is easier to transfer, if need be, from 9g to 9a than from 9a to 9g.

To summarize this aspect of Swedish education, the nine-year compulsory *enhetsskola* has been undergoing an experimental phase for the past seven years. This particular phase will be completed by 1962-63. The main objectives of the experimental phase are as follows:

- 1) To determine the objectives and goals of the *enhetsskola*.
- 2) To utilize the results in making a final determination of the form and organization of the *enhetsskola*.
- 3) To evaluate suggestions for relating the work of the *enhetsskola* with existing types such as the *realskola* and the girls' school in furthering the education of youth.
- 4) To determine the content of the

courses for the compulsory 9-year *enhetsskola* in a modern community.

5) To determine costs and statutory changes needed to carry through the complete program by 1972.

COMPLETION of the ninth school year will mark the end of the academic training for the majority of 16-year old pupils. They will be absorbed into business, industry, trades, vocational training, or other occupations.

About one out of five of the 16-year olds will attend the three-year *gymnasium* leading to the all-important student-exam. Admittance to the *gymnasium* is, of course, dependent upon the satisfaction of specified scholastic qualifications which have been set up.

The *gymnasium*, itself, is divided into three divisions: the Latin, practical, and general. The Latin division is further divided into classical and semi-classical branches, the former including the study of Greek as well as Latin, English, German, and French.

The majority of pupils (they are not called students until they have passed the student-exam) select the practical division which is further divided into the biological and mathematical branches. The third division, called general, is further subdivided into social and language branches.

Philosophy as a subject makes its appearance in the *gymnasium* as well as certain courses in Spanish, Russian, or Finnish. Although the study of handicraft and household arts have been excluded, the subjects which have been retained include Swedish, religion, history, civics, geography, and courses in the field of science and mathematics.

By 1965, some 62,000 pupils will attend the *gymnasium*—an increase of 80 percent over the enrollment for 1956. Also by 1965, it is estimated that those who will be qualified to take the student-exam will represent about 20-25 percent of all persons at that age level (about 19 years). The increase in enrollment will require the construction of 60 to 70 school buildings for the *gymnasium*, alone, or eight or nine buildings per year at a cost approaching 80 million dollars.

In conjunction with the building expansion program for the *gymnasium*, 1700 additional subject-matter teachers will be needed by 1965-66. To train these additional teachers, more facilities are needed for teacher-training. This problem will be discussed further in connection with university needs and plans.

BY THE TIME a pupil takes the all-important student-exam at the end of his *gymnasium* training, he has been in school 12 years of 39 weeks each and each week six days. If he began school at age seven, he will, therefore, be at least 19 years old by the time he takes his student-exam. This examination is a comprehensive examination covering

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By John Ligtenberg*

Courts Hold TENURE IMPROVES School System

WHETHER teacher tenure laws are a good thing for school systems is still discussed in some areas.

The debate most often becomes acute when the leaders of teachers' organizations and others interested in the welfare of the schools attempt to obtain tenure legislation in a state having no such law.

Rarely is a tenure law repealed. More frequently a new one is adopted or an old one strengthened to give the profession greater stability.

Whenever the school authorities move to dismiss a tenure teacher on flimsy or non-existent grounds, you find a number of board members and school administrators who contend that tenure laws should be disregarded or given a loose construction, at least in the case of the teacher they would like to dismiss.

For the most part the courts of our states have been a strong bulwark of defense of teacher tenure. While giving boards ample leeway for the removal of incompetent employees they have, on many occasions, made an appeal to the purpose of the tenure law to uphold the teachers' right to continue in the position.

To that end many of the courts have insisted upon a strict adherence to the procedural requirements of the statute, going so far as to say that the intent and purpose of the legislature was to provide an orderly process for the dismissal of teachers and that the substance of the law lay in the right of the teacher to insist upon a strict observance of the procedure.

Numerous courts, during the past three decades, have in various words said that the purpose of tenure legislation is to improve the school system by protecting teachers from dismissal for reasons that are political, partisan, capricious, or purely personal or malicious. Other courts have added that the purpose is to eliminate the spoil



MR. LIGTENBERG

system in the schools and to make its future existence impossible.

It has been emphasized, on the other hand, that these laws have not been erected to protect incompetent or inadequate teachers or to give them rights superior to others. Since the fundamental purpose is to improve the school system, the rights of the individual teacher are protected by law in the light of that purpose.

Therefore, the security enjoyed by the tenure teacher is not to be used as a shield or excuse for poor teaching but rather as a bulwark behind which the teacher may devote his best efforts in the practice of his chosen profession.

THE LEGISLATIVE purpose of tenure laws is the third dimension of the statute. It is the defense-in-depth of the teacher who is arbitrarily dismissed. Except in plain cases of incompetence, negligence, insubordination or other misconduct, the board's action in attempting to get

rid of a teacher no longer wanted or disliked for some personal reason is to search the past for a number of events whose importance can be magnified, or to avail itself of some provision of the law believed to warrant the action.

In an Illinois case, *Donahoo v. Board of Education*, 413 Ill. 422, the board dismissed a teacher at the end of a two year probationary period without giving any reason. The law provided that the teacher could be dismissed at the end of the probationary period only with 60 days written notice giving specific reasons. The board argued that the statute provided no penalty for the failure to give specific reasons and that therefore this provision was not mandatory. The Illinois Appellate Court accepted this argument but the Supreme Court sharply rejected the snide contention. The object of the law, the Supreme Court said, was to improve the school system "by assuring teachers of experience and ability a continuous service and a rehiring based upon merit rather than failure to rehire upon reasons that are political, partisan or capricious."

In the light of this purpose the Supreme Court said that the provision for specific reasons could not be construed meaningless.

IN ANOTHER Illinois case, *Hankenson v. Board of Education*, eleven teachers were given honorable dismissal because of a reduction in staff which was admittedly necessary. However, the board retained in its employ several teachers still on probationary status.

Two of the dismissed who had permanent tenure claimed that they were entitled to priority. When the case came to court the board argued vigorously that it had followed the letter of the law. This simple issue was litigated in four courts over a period of three and one-half years. In the final opinion the Appellate Court said:

"The tenure teacher is protected against arbitrary reductions in salary

*General Counsel, American Federation of Teachers.

as well as arbitrary dismissals or removals . . . In short the tenure statute is geared primarily to protect the teacher who has entered upon contractual continued service." 15 Ill. App. 2nd. 440, 445.

In the end both teachers were ordered reinstated. One of them waived her right but obtained restoration of lost salary. The other is back in his old position, harmonious relations exist, and he has been paid thousands of dollars in lost wages.

A by-product of this litigation was a decision of the Illinois attorney general that an illegally dismissed teacher does not lose pension credits, but upon reinstatement has the right to make all back pension contributions and to receive credit for all time lost.

A QUESTION that may have to be answered, in the light of the purpose of the tenure law as well as its specific provisions, is whether a teacher is entitled to pay, pending trial if a suspension has been ordered. Many laws provide that a teacher who has been dismissed on charges may be suspended pending hearing if one is demanded. The suspension is generally without pay and it is usually provided that the teacher shall not suffer any ultimate loss if the decision is in his favor.

Frequently the statute will provide that the suspension may be ordered if, in the opinion of the board, the best interests of the schools require it. It is possible to argue that the board has the ultimate right to dismiss the teacher but that in a given case no reasons may exist for a suspension pending the hearing.

The question arose in a Pennsylvania case, *Kaplan v. School District of Philadelphia*, 388 Pa. 213, decided March 25, 1957. The teacher refused to answer his superior's questions with regard to communist party affiliations. It was held that such refusal is evidence of a lack of professional fitness, of responsibility to the teaching profession and to the school system.

The teacher argued that he was entitled to pay during the period of suspension regardless of the ultimate outcome. Although most would agree that there was good ground for the suspension as well as the dismissal the Pennsylvania Supreme Court was not unanimous in rejecting the claim for salary. This decision was reached by the majority in the light of the purpose of the tenure laws as found by previous decisions:

"The aim and object of our school system is to provide the best education

for the children of the Commonwealth. It cannot be doubted that it was the intention of the legislature to subordinate all other considerations."

If the welfare of the children is the paramount consideration, a teacher may obviously be suspended pending the hearing where there is good reason for believing that his presence would be detrimental. It does not follow that the presence in the classroom of every teacher against whom charges for dismissal are pending is detrimental.

THE SUPREME COURT of California said in one case that the tenure right of a permanent teacher is his right that the board shall either assign him to a class or on failure to assign him, promptly institute and carry through removal proceedings. *Gentner v. Board of Education*, 219 Cal. 135, 25 Pac. 2nd 824.

This comes back to what we said before, namely, that the tenure right is a procedural right or a right to have a certain procedure followed. However, it must not be overlooked that the right to follow the procedure depends upon the existence of causes or reasons for dismissal and the ability of the board to introduce evidence to prove the causes or reasons.

It sometimes happens that a teacher regards an assignment to a different classroom or new duties as an arbitrary or unreasonable action. Generally the courts have construed the school laws as giving to the boards ample power to assign teachers to such duties and classes as may be deemed necessary. A teacher is, however, protected by some state laws, but not by all, against assignments that are in effect demotions.

Some 20 years ago an Illinois court held that a certificated principal could not complain of a transfer from a high school to a grade school and that the transfer did not constitute a demotion, even though a substantial loss in salary was entailed. It is submitted that the Illinois courts might well reach a different result today.

In a Pennsylvania case, *Smith v. School District of Darby Township*, 388 Pa. 301, the court construed the right to assign teachers in the light of the purpose of the tenure law which was stated as follows:

"The maintenance of an adequate and competent teaching staff, free from political or arbitrary interference, whereby capable and competent teachers might feel secure, and more efficiently perform their duty of instruction."

In this case the teacher claimed that

the board's action in abolishing the position of supervising principal held by plaintiff and assigning him to a position of principal of a junior high school at the same salary but without the annual increment amounted to a demotion. The court held that the purpose of the tenure law did not prevent the assignment of professional employees from one position to another and that the board also retained the right to reorganize the positions under its control, to make reasonable rules and regulations, and to take other steps deemed necessary for the proper administration of the schools.

The court said that the board was within its right provided its action was not taken for personal or arbitrary reasons as against the plaintiff, but that its procedure was defective in that it had failed to grant Smith the hearing he had demanded. It said that the board would have to hold a hearing on the charges of the teacher that the assignment and alleged demotion stemmed from political or arbitrary motives. It added that the burden of proof would be on the teacher.

IN A CASE that makes interesting reading, a Tennessee court held that the board had acted arbitrarily in assigning teachers to new positions where some of them would have to travel to their new assignments forty miles from home and others over mountains to places very difficult of access. The court conceded that the school board had the right, the latitude and discretion of assigning and transferring teachers within the school system. This must be done for the good of the schools and "the teacher should be dealt with considerably." The court further said:

"The best interests of the school must be intended. Where it is shown that there is an arbitrary or capricious use of power being exercised by those in authority the courts will not tolerate the use of this power." *State v. Yoakum*, 297 S.W. 2nd 635. Tenn.

An area affecting tenure to which boards of education are paying increasing attention is that of professional growth requirements. This is perhaps one of the avenues leading to a merit system.

A situation perhaps not unusual, is a provision in a salary schedule that teachers will be required to earn additional semester hours of college credit to be eligible for annual increases. One board of education adopted a rule which reads in part:

"After June '53 school year no teacher gets any increase in salary

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Union Teacher Talk



THE NEW YORK Teachers Guild, Local 2, has announced that its next John Dewey Award will be given at the Guild's spring conference, Mar. 7, to The Rev. George B. Ford, for many years one of the city's leading Catholic educators.

The award, named for the noted Columbia University educator who became a charter member of the Guild, will go to The Rev. Ford for his "outstanding work in advancing education for democracy and democracy in education."

Previous recipients have included New York Gov. Herbert H. Lehman, George Meany and Thurgood Marshall.



THE FOLLOWING letter from a contributor to the "Save the Children" drive got a laugh at a salary meeting of the Minneapolis Federation of Teachers, Local 59, when read by a

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young teacher to whom it was addressed with a package of castoff clothing:

"If your kids or kids of your colleagues can use some of these clothes, help yourself. You get first choice. This is my own 'Save the Underpaid Teachers' project, disbanded as of now." The letter was signed by the mother of one of the teacher's pupils.



UNDER the leadership of Paul A. Corey, the teachers' president, cooperation between the Cleveland Teachers Union, Local 279, and the AFL-CIO in Ohio as well as in Cleveland, is being implemented more freely to the advantages of both.



Mr. Corey

Corey is new chairman of the standing committee on education of the Ohio AFL-CIO which represents some one million members in the state and also education committee chairman of the Cleveland AFL-CIO with 200,000 members in that city's area.

"This," said James E. O'Meara, vice-president and legislative chairman of the teachers' union, "is further indica-

tion of organized labor's support of our school system." The *Cleveland Union Teacher*, edited by Frances Nugent, recently answered an accusation of supporting some non-teacher issues with:

"Guilty. Not only has the *Cleveland Teachers Union* been outspoken against the vicious and mis-named 'right-to-work,' union breaking constitutional amendment . . . we have joined the work of the Citizens for Decent Literature committee.

"This is a wonderful habit the union has boldly fostered—the habit of striking out against evils . . . which have deep and lasting effects on the community."



EIGHT active members of the *Newark Teachers Union, Local 481*, studied this summer in the fields of mathematics and science, at as many institutions under grants from the National Science Foundation.

They were: Ruth Meyerson at the University of Buffalo; Robert Lett at Rutgers; Jerome Schlosser, University of Wyoming; Ben DeLeon at the Oakridge Institute of Nuclear Studies; Harold Gouss, Marquette University; Ben Epstein, University of California, Los Angeles; Morton Seltzer, University of Wisconsin, and Clarence Seltzer, University of Colorado.

Martin Moskowitz studied mathematics at Wesleyan under a grant from the Esso Foundation. The pupils of these teachers are the beneficiaries.



HELEN E. HENDRICKS, member of *H Morton Council, West (Chicago) Suburban Teachers Union, Local 571*, spent the summer including residence and study at the Casa Vergiliana, Naples, in Italy, under a scholarship from the Vergilian Society of America.



TEACHERS in New York City schools, struggling with overcrowded classrooms, discipline, administration opposition to better salaries and collective bargaining, have another growing problem.

It's finding a place to park. The *New York Teachers Guild, Local 2*, is trying to prod the superintendent's office into

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DON SCHLEUNES, secretary-treasurer of the Humboldt County (Calif.) Federation of Teachers, Local 1203, is a member of the 3-man board of trustees of the newly merged Humboldt-Del Norte Central Labor Council.



JULES CARVALHO, JR. of Hilo, member of the Hawaii Federation of Teachers, Local 1279, studied during the summer at the American Academy in Rome and the Virgilian Society of Cumae, Italy, under a Fulbright scholarship.

Carvalho, a Latin and English teacher in Hilo high school, then returned to the mainland to enter the University of California, Berkeley, where his wife, Elsa, also a teacher in the high school, joined him.

Carl Juan, another Local 1279 member, attended the University of Hawaii summer session on a scholarship from the National Science Foundation Summer Institute, in math.



Mr. Carvalho



SILLY BILLS aimed at teachers still crop up in state legislatures. One making it a misdemeanor for teachers to advocate the election of a candidate for office was killed in committee in California after being opposed by the California Federation of Teachers, but not the company union.



CHARLES E. BOYER, executive secretary of the Minneapolis Federation of Teachers, Local 59, is desperate for sleep. He recently appealed to Local 59 members, in the Federation News Bulletin, to call him at the office during the day rather than at all hours of the night.



RETIRING meant just another beginning for Mary Courtney, after 43 years of teaching. A member of the Kankakee (Ill.) Federation of Teachers, Local 886, the pioneer instructor moved from the Lafayette public school to the St. Rose school.

Although she was recently given an award at the Kankakee Woman's Club Oscar presentation, the Local 886 member's

most precious treasure is a letter she received from a former first grade student of 1933.

The letter read: "At that time money and food were not plentiful. But you always made sure I had plenty of food by letting me eat at the soup kitchen provided by the school, and seeing to it that I had something to take home to my family." The writer concluded by telling Miss Courtney that he now had two girls of his own and hoped they would someday "have the wonderful experience of having a teacher like you."



AMERICA'S public schools struggling to educate some 40 million children despite shortages of teachers, classrooms and money, as well as deficiencies in management, have been reminded of other paucities.

The American Textbook Publishers Institute reports a shortage of textbooks, and our old "friend," the N.E.A. got its name in Better Schools by "discovering" the long chronic shortage of scientific equipment and apparatus for teaching.



UNUSED sick leave compensation was secured for 32 retired teachers by the Schenectady Federation of Teachers, Local 803, in the first New York state decision of this nature. The average additional benefit for each teacher was \$150. The compromise fringe benefit clause, reached after many meetings with the Schenectady board and with the superintendent, requires a written notice on or before Jan. 1 of the school year in which the teacher desires to retire.



TEACHING in Europe are two members of the Detroit Federation of Teachers, Local 231, participants in an exchange program. Rose Marie Barr, teacher at Vetol school, is teaching seventh and eighth graders at the Cilfynydd junior mixed school, Pontypridd, Glamorganshire, Wales. Dominic Mautone, foreign language teacher at Cody, has been assigned to the Lycee de Bruxelles, Belgium, under a Fulbright award.



TUBERCULIN skin tests for all teachers and elimination of chest x-rays for those with negative results is one of the goals Ben Epstein, legal representative of the New Jersey State Federation of Teachers, is asking all Locals in the state to seek. An official report lists the tuberculin skin test, with negative results, sufficiently conclusive for the required annual physical examination.



CULINARY skill, or at least the teaching of it, won a \$200 cash award, a silver-plated bowl and an all-expense paid trip to Europe for August Forster, a member

of the Chicago Teachers Union, Local 1.

Founder of the Washburne Trade School cooking classes, and a long-time member and officer of the Cooks and Pastry Cooks Local 88, Forster received the 1958 De-Bands Award for his proficiency in teaching the culinary arts.

In his visit abroad for almost a month, the Local 1 member toured his native country, Switzerland, as well as Belgium, France, Germany, Austria and England. Much of his time was spent at two famous cooking schools, one in Brussels and the other in Paris.



GIRL SCOUTS have prepared a pamphlet to point up the relationship between the Scout program and the school system. A portion of the pamphlet reads: "As an extension of what she learns in the classroom, a Girl Scout practices democracy in her patrol and troop government, studies nature firsthand, puts her arithmetic to use when she handles patrol or troop funds, lives according to the Girl Scout Promise and Laws—a code of responsibility to the other members of her group."



A BLUEPRINT for disaster, or how to kill the union in ten easy steps is offered by Hope V. Carey in the Local 930 (Pawtucket Federation of Teachers) News. It follows:



Miss Carey

"(A) Meetings: 1) Don't go; 2) Go late; 3) Use the weather as an excuse; 4) Find fault with all of the officers and members; "(B) Activity: 5) Don't run for any office; 6) Don't volunteer, but get real burned if you are not appointed to a committee; 7) If the president or other officials ask your opinion, say you are satisfied or have no comment; 8) After the meeting, get together with your friends and tell them all the things you think are wrong; 9) Be sure to let everybody you meet, except the officers and executive committee know your gripes, and

"(C) Support: 10) Hold back your dues, or better still, don't pay them at all."



REMINDER
To School Boards
"All work and little play
Makes teachers go away"
... Moline (Ill.) Union Teacher

The AMERICAN TEACHER magazine

Here's Your Chance To Be A Cover Photographer



MR. MARGOLIN

AFT -MEMBER camera bugs: Here's your chance to be "cover photographers." . . . And make money too.

Mrs. Marie L. Caylor, editor, announced last spring that the *American Teacher* magazine will pay \$50.00 for each classroom photo taken by and of member teachers adjudged suitable and used on the magazine's front cover.

The first such photo appears on this issue. It's by Solomon M. Margolin,

composition, techniques, and so on. Here are a few rules to remember:

1) The photo must be a vertical to meet the dimensions of the cover space.

2) It must be of a classroom or other teaching scene, with the teacher "up camera" as the central figure.

3) Ordinarily, it should not be of more than one teacher, or include more than one or two students.

4) The teacher should have "story value." See On Our Cover, contents page of this and past magazine issues. The photo should help tell the story. (Enclose with the photo biographical and activities information about the teacher and names and grade levels of the students depicted.)

5) The photo must have "camera composition," with the people and classroom equipment grouped appropriately, and

6) Contestant must submit 8" x 10"

(or 5" x 7") black and white glossy print (or prints), and also enclose negatives, for use in cropping, resizing, et cetera.

AFT MEMBERS may submit as many photos of the same grouping as they wish, or as many different photographed ideas. (The professional photographer most often submits a half-dozen tries from a single assignment.)

Editors of the *American Teacher* publication will be the judges of the story suitability of photos submitted. A Chicago artist who will not know the names of the teachers will judge for composition, camera and artistic superiority, and suitability for the purpose intended.

The \$50.00 will be paid only for photos used on the *American Teacher* magazine cover. Photo prints unused for the cover will remain the property of the *American Teacher* publications. Negatives of used or unused photos will be returned if requested.

Photographs and negatives submitted by A.F. of T. members for use on the *American Teacher* magazine cover should be mailed in "Photomailers" or other appropriate to avoid damage, and addressed to Mrs. Marie L. Caylor, editor, *American Teacher* publications, American Federation of Teachers, 28 East Jackson Blvd., Chicago 4, Illinois.

member of the *Jersey City Federation of Teachers, Local 752*, who, like many other teachers is handy with a camera.

This isn't a contest. The magazine's editor feels that many teacher camera fans, knowing their school subjects, would like to contribute their skill similarly, as well as try for the extra money.

Up to now, the magazine's cover photos have, with one or two exceptions, been taken by top professional photographers assigned by *Wide World* (Associated Press); *United Press* Newspictures, or *International News Photos*.

So if you "make the cover" with a photo of your own—it must have been taken by the teacher-photographer submitting it—you'll be in the big time along with the country's camera aces.

AFT MEMBERS wanting to try for it (and the \$50.00) are advised to study cover pictures on past issues for "tips" on such things as

Alaska City's \$6,000 BA Minimum Nation's Highest

MAJOR cities of the newly designated 49th state of Alaska pay higher teachers salaries than those in the older 48, but teachers under the Northern Lights have warned against a new gold rush to the area since the cost of living is comparable.

The 1958 supplement to the *American Federation of Teachers* salary survey, shows Anchorage, home of the *Anchorage Federation of Teachers, Local 1175*, paying a Bachelors scale of \$6,000 to \$7,400 in nine years. The Masters range is from \$5,400 to \$8,400 in 15.

Juneau and Ketchikan, in which latter city the *Ketchikan Teachers*

Union, Local 868, is active, pay Bachelors \$5,250 to \$6,450 in eight years, and Masters \$5,400 to \$7,500 in 12.

Salaries in other Alaskan districts vary under those in Anchorage, but are nevertheless of a much higher average than those in the older parts of the country.

EAST CHICAGO, Ind., where the *East Chicago Teachers Federation, Local 511*, negotiated an approximate across-the-board four percent increase for this school year, continues to top the beginning salaries of other districts of the "mainland."

The East Chicago Bachelors mini-

mum is now \$5,092. This increases to \$7,144 in 12 years. The Masters lane is \$5,206 to \$7,675 in 13.

This year's raise was negotiated by Local 511's committee which included G. B. Garland, now president; Charles R. Buckley, then president, and John Souter, beginning with board sessions in the spring. About 350 teachers are affected.

Beginning salary runner-up to East Chicago, is Whiting, Ind., where the *Whiting Teachers Union, Local 1040*, last year aided in securing a Bachelors \$4,925 to \$7,075 and Masters \$5,145 to \$7,625. Both maximums are reachable in 15 years.

OTHER districts paying Bachelors minimums of \$4,800 or more include Chicago suburban Niles Township High, wherein teachers are represented by the *Niles Township High School Federation of Teachers, Local 1274*.

The Niles schedule is \$4,800 to \$7,000 in 12 years for Bachelors and \$5,100 to \$7,500 in 13 for Masters.

Last year's salary survey shows a Canal Zone Bachelors range of \$4,875 to \$7,250, and \$5,500 to \$7,875 for Masters, both in 13 years, largely due to work of the *Balboa Federation of Teachers Local 227*, and the *Atlantic Teachers Union, Local 228*.



The Anchorage (Alaska) Federation of Teachers, Local 1175, is now holding annual workshops with programs covering education and labor problems. The planning committee of the first 'shop, seated, from left: George Biondich and Dolores Cate, co-chairmen; Ann Babaki, Local treasurer; standing, Fred Stassel, member, and Alton Ogard, Local 1175 president. Forums, sections, panels, and addresses included social security and retirement, audio-visual aids, labor and management, mathematics and science, political procedures and other subjects.

Television

From Page 10

forging ahead as rapidly in the areas of education as it has in that of missiles. To quote:

"The average salary of the Soviet college teacher is \$35,000 to \$50,000 as compared to \$5,400 in the United States."

In an economy based on supply and demand, as is ours, we may assume that the salaries of teachers will have something to do with their supply. On all hands we hear laments about teacher shortages. One wonders how long the teacher shortage would last if our pay scale equaled that of the Soviet Union!

It is reliably reported, incidentally, that there is no teacher shortage in the Soviet Union at this time. If this lack of shortage results from the fact that the Russian teachers are *driven into teaching*, well, some of us would not mind being driven into \$35,000 jobs as teachers!

It is appreciated that our country faces a critical teacher and classroom shortage. We submit, however, that this problem should not be met by cheapening education, but rather by

resolving to spend enough money on education to improve our standards. It is curious that America with all its wealth spends only 3 percent of its national income on education, while Russia, presumably operating under dire economic stress, still allocates almost 6 percent of her national income to education.

It is also curious that we can afford to spend only \$1½ billion annually for all of our higher education and yet can spend \$2 billion annually just to change the position of the chrome strips on our cars in the annual model changes and then turn around and spend \$6 billion annually on advertising to sell these same changed strips to the public!

It is time we faced up to the fact that the only answer to the problem of teacher shortage is to convince our citizens that good schools are more important than changed chrome stripping; and that if we want more and better teachers, we must be willing to pay them; for, in education, as in other aspects of our lives, we get what we pay for.

EFFECT of ETV on Teacher Morale:
Current ETV practice makes use of a master teacher before the camera,

while students, under the supervision of monitors, are stationed elsewhere in front of receiving sets.

Even if we assume that the individual classroom proctors are to be certificated persons, what will be the effect of placing teachers in the position of being monitors, paper collectors, and occasionally, question-answerers for students who obtain their real intellectual stimulus from the so-called master teacher on the television screen? And what kind of Alice In Wonderland notion of utilization is it anyway to have one qualified teacher teach another qualified teacher's classes? Porter Ewing, who has served both as an ETV teacher and as a monitor, has said:

"As a teacher, I am trained to care about and deal with the learning processes of my students. In doing this, I need to hear their questions and to know their problems. Students learn better when I relate my teaching to their individual educational needs.

"In the TV classroom, I saw students who had no teachers; students about whom no one cared; students who could seldom ask questions; in other words, students to whom no teacher was reacting.

It was disturbing to see a social sci-

ence class being taught without the lively student-teacher discussions of a normal classroom. As a monitor in this situation, it was degrading to me to be nothing more than a noise-abatement overseer."

CONCLUSION: In searching for an answer to the present teacher shortage, administrators have turned to experimenting with gimmicks rather than meeting the problem directly. If we really want to meet the teacher shortage, we must not diminish the quality of education. We must, instead, guarantee even better education by attracting the teachers we need with a truly professional salary schedule.

It seems clear that the purpose of educational television is not at all that of improving education, but rather that of cutting education costs by downgrading teachers financially through creating a kind of caste system in which the actual student contacts will be in the hands of *second class* teachers, receiving, of course, second class pay, and through an enormous increase in classroom size.

The truth of this inevitable conclusion has nowhere been stated more candidly than by Alexander J. Stoddard, now in charge of the promotion of ETV for the Ford Foundation. Mr. Stoddard in his official report boasts that ETV will "eliminate" 100,000 teaching positions and save \$500 million in salaries! Do we need look any further for the real motivation behind ETV?

MUST COURSES

From Page 8

concentration on natural sciences today? Only a few months ago we could read of nothing else. We could hear of nothing else. Somehow the good resolutions have evaporated.

Unfortunately the American public would appear to be incapable of sustaining interest in education. It would appear that the *Great Beast* of Alexander Hamilton is in need of constant shots of educational adrenalin. Be that as it may, I have less fear for the welfare of the natural sciences than for other elements in a good secondary school curriculum.

The almost direct utility of these sciences will always remain high in favor with the pragmatic American public. I would but caution that here



Teachers' President and Committee Member Carl J. Megel congratulates Peter T. Schoemann of Washington, president of the Plumbing and Pipe Fitting Industry of the United States and Canada, on latter's appointment to chairmanship of the AFL-CIO Education Committee. Miss Selma Borchardt, A.F. of T. vice-president and Washington representative, left, is also a new member of the committee.

lies the greatest danger of academic over-emphasis. What we must strive for is the balanced curriculum according to the Grecian ideal.

I might add that what is not needed in any of these fields is more co-ordinators. Last fall the one reiterated opinion was that each school system should have a coordinator of the natural sciences. This would add to the coordination of that which is already over-coordinated. Anent the question of coordination it has been said:

"If you can't do something, teach it. If you can't teach it, coordinate it."

Before closing this discussion, I point out that study periods in most of our schools are badly handled both in principle and in practice. As a result they have become focal points of disciplinary and related problems. Each study period should be assigned to a specific subject. The teacher of that subject should give the students assignment to the course of study.

These assignments should be completed during the study period and be marked carefully by the subject teacher. The pupil should be aware that what work he does during the period will redound to his credit or discredit. Action of this sort would

turn something that has become a negative, or at most, a neutral activity, into a positive element of the secondary school curriculum.

WHATEVER is done about improving the curriculum in the future should be done with the ancient Hellenic ideal in mind. *We must educate the whole man.* Eventually we must get away from our individualistic approach to education. To the ancient Greeks the most important aspects of any individual were those he had in common with all mankind. Justice for them was akin to our modern term *social justice*.

It is interesting to note that the etymological derivation of *liberal arts* or *liberal education* is that education given to the free citizen in ancient days.

It is also interesting to consider the fact that a man who was not free was less than a man to the ancient Greeks. In short, this article might be summarized by saying:

"The intent and purpose of education is to teach the student to think. Whatever subjects are closely allied to this purpose are *must* courses for our secondary schools. Everything else is a frill and must be considered as such."

Tenure Rulings

From Page 14

unless they earn five (5) semester hours between June 1, 1947 and June 1953 or within five (5) year period after June 1, 1947."

It is apparent that an examination in English grammar is not required of school board members. The concern of such a board for the professional growth of teachers could then be better understood.

As yet there has not been much litigation concerning the effect of provisions of this kind. In a few instances teachers have been kept on a lower level of the schedule because they failed to meet this requirement. Many others have spent large sums of money and made great sacrifices to earn the extra credits. In some instances teachers have undoubtedly used energies badly needed in their classrooms to take courses that had little relation to their work.

IN CALIFORNIA a case arose involving such a rule. *Rible v. Hughes*, 24 Cal. 2nd 437. By a four to three decision the Supreme Court of California upheld the validity of the rule. In a vigorous dissent three judges contradicted practically every proposition laid down by the majority. Therefore, in California such a rule is undoubtedly valid, at least where considered reasonable in the light of this decision.

On the strength of this one case *Corpus Juris Secundum* states that salary schedules providing for decreases in the salaries of permanent teachers failing to continue their professional training by study within stated periods are not invalid as indirectly providing for the dismissal of such teacher without cause.

It should be understood that this decision is based upon the school law of California which may vary materially from that of other states. The divided court makes it seem reasonable to suppose that differences in the law might lead to a different result in other states. The logic of this decision is that a rule providing for a "negative salary increase" for a failure to take courses is also valid. A teacher could theoretically be negatively increased to the statutory minimum salary and still retain tenure.

Many arguments can be made against the rule. It can be urged with considerable force that it is arbitrary and discriminatory in principle. It is possible to argue that it violates a provision that salaries must be uni-



Has your Local given a copy of *Organizing The Teaching Profession*, the story of the American Federation of Teachers, to your local library? Here is President Louis Brenner of the West New York (N. J.) Federation of Teachers, Local 833, giving the book to the city's public library, with Mrs. Rose L. Dilcher, head librarian, accepting it.

form and based upon years of training and experience.

It may be pointed that it improperly delegates to the superintendent the discretion to determine the studies a teacher must pursue and that the result will be to demote and discharge a teacher by indirect means so that the board does indirectly what it could not do directly. These arguments were all overruled in the California case.

IN OTHER STATES it might appear that such a rule is in derogation of rights given by the tenure law and also violates rights given by the teacher's certificate. A constitutional argument may apply in that a board legislates requirements affecting teacher tenure in violation of the separation of powers doctrine, or in excess of the power given to it by the school law of the state. The school law may also be so vague and general as to be unconstitutional for failure to set up administrative standards.

Teachers should vigorously oppose any attempts to extend the operation

of such restrictive rules. The tenure and the professional status of the teacher is involved. It touches the academic freedom of the teacher in that he is kept in bondage under rules requiring additional studies to such an extent that salary increases have no real meaning but must be used to pay for unneeded schooling rather than to meet the ever-increasing cost of living.

In this article we have discussed some of the questions involving teacher tenure that have arisen recently. Each year brings its own crop of problems. Many of them are old and the rules of law involved are familiar. Every year or two there is a new problem requiring a new application of old rules or the formulation of a new rule.

It is the work and the continuing duty of a good professional organization of teachers to create a balance between the employer and the employee where none has existed before, to maintain the balance where one has been established, and to redress it where it has been lost.

HAVE GUN!

Will Control

Teachers

By DOROTHEA MOORE★



Miss Moore

NEITHER the controversial and undesirable Professional Practices Act or the merit rating increment scheme are dead in New York state.

Some 325 central New York school board members and guests, attending the second session of the 1958 school board institute held at Syracuse University, heard G. Howard Goold, executive secretary of the New York State Teachers' Association, and Archibald B. Shaw, superintendent of schools in Scarsdale, N.Y., advocate adoption of the schemes and stress the benefits they would bring to boards of education. (No doubt these super salesmen have another sales talk for teacher groups.)

Shaw, speaking on the merit salary increment scheme, contended that high salary levels, open to only a restricted number of teachers, were a very effective way of enticing top-notch teachers into a school system. He admitted Scarsdale teachers had voted 2 to 1 against merit salary increments and that Scarsdale teachers had refused to rate their fellow teachers, but these evidences of teacher reaction had not dampened his enthusiasm for the scheme.

WHEN Shaw was asked how selections for the merit increments were made he replied that he had a superintendent's council which met and when a teachers' name was presented, then rather informally agreed, "Oh, she's tops," and the teacher was moved to level C (the merit increment level) of the salary schedule.

Shaw said that they did have a mimeographed brochure listing some objective criteria like service to the community, ability to get along with parents, evidence of professional growth, et cetera, but he made it plain that with the unique intuition with

which he and "his" council were endowed it was rarely necessary to resort to the consideration of such mechanical and objective criteria.

Shaw stated that about 40 of the 222 teachers employed in Scarsdale were assigned to level C of the salary schedule and that approximately 20 more were at the top of level B and would probably always remain there. These unfortunates, doomed to eke out their existence on \$900 per year less than their luckier fellows, apparently lacked that elusive "something" that inspired Shaw's council to exclaim, "Oh, she's tops."

Shaw encouraged the school board members to use the merit salary increment scheme. He was sure a few high salaries, dangled in front of teachers, was a good investment.

LATER, when questioned from the audience relative to the 30 minute duty-free lunch bill, Shaw expressed his disdain for people who ran to the legislature "to have their back scratched whenever it itched." I gathered he thought it much better for teachers to work out their individual solutions to the "right-to-eat" problem.

G. Howard Goold, the second speaker, urged the school board members to support the Professional Practices Act because it would relieve boards of education and the commissioner of education of the unpleasant task of disciplining teachers. He postulated that revoking licenses, requiring additional training, weeding out unfit teachers, and so on, would be much more acceptable to teachers when done by a committee chosen from their profession and would ultimately mean that boards of education would have only high type teachers in their schools.

The disciplinary feature of the Professional Practices Act was the major point stressed in Goold's talk. He did not mention who would be found to replace the teachers who would be de-

clared "unfit" but I presume a larger class load would solve that problem with further benefit to boards of education.

Goold's practical arguments were interspersed with pious references to how regrettable it was that teachers were the only group of highly trained specialists denied the right to "improve" their own members and he repeated assurances that boards of education would find a superior employee available as soon as the Professional Practices Act is in operation.

Goold said the Professional Practices Act is being readied for re-introduction in the 1959 session of the New York state legislature in cooperation with the New York State Department of Education.

During the question and answer period he said that his organization had never opposed merit salary increments *per se* and that he would be glad to discuss them at the higher salary levels.

IT WAS announced by the chairman of the meeting that Goold and Arvie Eldred, both of the New York State Teachers' Association, would be two of four people conducting a workshop on "merit salary increments" at Syracuse University later in the summer. The audience was urged to enroll.

The talks by Goold and Shaw should be sufficient proof that teachers can not trust administrator-dominated teacher organizations to protect them from exploitation and restrictive legislation. Teachers had better be alert and watchful or the clever tactics of these determined men will bring about the loss of what little freedom and independence they now enjoy. The "Mr. Shaws" and the "Mr. Goolds" are not resting or relaxing. Teachers should be equally determined and vigilant in defending their tenure right and rejecting merit salary increment schemes.

★Member, Syracuse Federation of Teachers, Local 905, who attended the school board institute referred to, at the request of Eliot Birnbaum, president of the Empire State Federation of Teachers.

Swedish Schools

From Page 12

three or four subjects of which one is English. If the pupil receives an approval on the written examination, he is allowed to take an oral examination.

The oral examination includes at the most four or five of the subjects in the highest class, i.e., last year of the *gymnasium*. In some cases, the number of subjects has been reduced to three because of the increased number of candidates. The examining commissions determine the subjects as well as the problems and questions for the examination.

Besides certain minimum requirements for approval, at least half of the commissioners on the examining committee must agree that the pupil examined be given approval. If the student fails, he has the right to a retest in at most two subjects. The number of pupils passing the exam is rising sharply.

Considering the importance placed on the student-exam, it is little wonder that the mark of approval is greeted with celebration and jubilation by relatives and friends of the successful student. He now has the right to wear the white cap—the symbol of a student.

ABOUT FIFTY per cent of the students who have now passed the student exam will enter the University or similar institution of higher learning. In Sweden, there are four universities of which the two oldest are *Uppsala*, founded in 1477, and *Lund*, founded in 1658. The other two universities are at *Stockholm* and *Goteborg* (Gothenburg).

Besides these four, there are two colleges of engineering: *Tekniska hogskolan* at *Stockholm*, and *Chalmers Tekniska hogskolan* at *Goteborg*. There are also colleges for commerce, dentists, veterinary science, pharmacy, forestry, and agriculture as well as the *Caroline Medical Institute* in *Stockholm* and the *College of Medicine* in *Goteborg*.

THE GUIDING principles by which the State seems to shape its policies toward educational facilities and costs might be summarized as follows: The welfare and future prosperity of a nation depend to a large extent on the development of its human resources. Therefore, education should be as free as possible to everyone in order that the only limitations to the full development of each individual may be the individual's own aptitudes and interests.

At the elementary level textbooks are supplied free of charge to all pupils. Hot lunches are also served free. Even at the university level, all tuition charges have been done away with. This also applies to the foreign student who enrolls at a Swedish university. There are other numerous stipends and financial aids such as payments to families by the State which vary with the number of children in school.

EXCEPT at the technical colleges and certain other colleges where the curriculum is rather rigidly prescribed, matriculation in a Swedish university leaves the student very much on his own initiative and responsibility. He indicates the department in which he proposes to do his study. He then may attend lectures and seminars as he sees fit.

This phenomenon has been of concern to the University Investigating Committee for the reason that the students generally take more time than is deemed necessary to take their examination in a given subject and many students drop out of the university without ever taking the examination at all.

Students at the university are apt to concentrate on one or two subjects at a time. Mathematics and Science usually go together although there are many students in mathematics, for example, who are studying nothing else but mathematics at the moment.

When they feel they are ready, which may take several semesters, they take an examination in the subject at an appointed, prearranged time for one, two, three, or four points, depending upon the calibre of courses they have had. The examination may last for two days with five hours of written exam each day. If the student is successful in the written part, he is then given an oral examination.

To help students who can profit by a university education but who might otherwise take much longer to achieve their objective or drop out altogether, supervised study groups and seminars are now part of the training in some departments.

AT TEKNISKA HOGSKOLAN, the engineering college in *Stockholm*, the beginning student in electrical engineering studies mathematics 10 hours per week; numerical methods 5 hours; vector algebra 4 hours; mechanics 5½ hours; physics 3 hours; and other elective courses of this nature for a total of 27½ hours. During succeeding years, the number of hours increases slightly and the courses become more specialized in each particular field.

In *Stockholm*, itself, the technical college with its generous cluster of modern buildings spread out on the north-east side of the city seems to have had an easier task to obtain State finances for expansion than the University in its cramped location. The modern classrooms and the well-equipped laboratories of the technical college are an open invitation to the student who has a definite career in mind in engineering. Drop-outs and lengthy study terms are less noticeable here than at the University.

In the laboratory of the water-engineering department, a study was going on of one of the rivers (*Ljusnan*) in the province of *Jamtland*. In the laboratory, the river had been built to scale complete with undercurrents. Using midget-sized logs, means were being devised and studied whereby the surface water with its logs would be directed in

one channel and the other water would be directed into another channel. The solution to this problem would help save many logs for one of Sweden's biggest industries.

THE EXCELLENT article by Bruno Gustafson on Teachers' Tenure in Sweden in the January, 1953, issue of *The American Teacher* should be of interest to those who wish to know about the training and status of teachers in this country.

In 1956-57, there were 18 folkschool seminaries and eight primary school seminaries preparing teachers for the elementary school by giving two years of additional training beyond the *gymnasium*. Teachers with this two-year training period are prepared to teach in the first six grades of the elementary school.

In order to receive the position as *adjunkt* or subject-matter teacher in the upper division of the elementary school, the teacher must have passed the *filosofisk ambetsexamen* equivalent to the master of arts degree and have had two years of apprenticeship besides a course in pedagogy.

Two special observations are in order here. In the future, teachers will receive their appointment through the county school boards. Each school board is composed of four members in addition to one lawyer and two experts. Thus, the principal is purely a routine administrator and does not do the hiring and firing and he does not determine the salaries. In the words of one *adjunkt* at an *enhetsskola*, teachers have no reason to fear the principal. Teachers are responsible only to the board of education.

The second observation is that the transfer of authority from the State Board of Education to the county boards has taken place at the same time that State aid to schools has increased. Hence, greater State financial aid has not meant greater central control. The reverse is taking place.

A new development in teacher-training has begun with the institution of a teacher college in *Stockholm*. In this college, it is planned to give the middle elementary, upper elementary, and *gymnasium* teachers the same pedagogical training. The brand-new building is, like all other new school construction, admirably equipped, and tastefully decorated. It is destined to have a significant effect on the training practices for prospective teachers as Swedish education congeals into a unified, coordinated system.

Sweden, like other Scandinavian countries, takes its education seriously. Planning is long-range, thorough, realistic, and coordinated from the elementary school level through the university. Most important, perhaps, the people, as a whole, are behind the program with moral as well as financial support. This fact may be due to the wide coverage of school problems in the press and on the radio.

New Books

Of Interest To Teachers

COMMON SENSE ABOUT GIFTED CHILDREN, Cloth, 268 pp. By Willard Abraham, professor of education and head, Division of Special Education, Arizona State College. Harper & Brothers, 49 E. 33rd St., New York 16, N.Y., publishers. \$3.75.

The author discusses attitudes of gifted children, society's attitude toward them, the place of the nursery school, public versus private schools, guidance, what other countries do with the gifted, needed research, public relations and the author's plan of action.

MORAL VALUES IN EDUCATION, Lessons from the Kentucky Experience. Cloth, 338 pp. By Ellis Ford Hartford, professor of education, University of Kentucky. Harper & Brothers, 49 E. 33rd St., New York 16, N.Y., publishers. \$4.00.

The author gives some tested answers to the compelling and controversial question of what responsibility public schools should assume for character education. The book affirms the point of view of the Kentucky Movement that the teaching of moral values is appropriate and timely for the public schools in a diverse democratic society. Confined to how these values can be taught without indoctrination, it presents accounts and suggestions drawn from the Kentucky schools which have been pioneers in a program of emphasis on moral and spiritual education.

SOVIET EDUCATION. Cloth, 192 pp. Edited by George L. Kline, assistant professor of philosophy, Columbia University with foreword by George S. Counts, professor emeritus of education, Teachers College, Columbia University, and past president of American Federation of Teachers. Columbia University Press, 2960 Broadway, New York 27, N.Y. \$3.50.

Nine first hand reports by former Soviet teachers and students provide an insight into the day to day functioning of the Soviet educational system from 1920 through the early forties. The campaign against illiteracy

is described as well as the less well-known "Faculties of Special Purpose." Descriptions range from the kindergarten to the university. Discussion of anti-religious propaganda in the schools is included.

TEACHING SCIENCE TO THE ORDINARY PUPIL. Cloth, 415 pp. By K. Laybourn, M.Sc., Ph.D., chief inspector of schools, Bristol, England, and C. H. Bailey, M.Sc., head of science department, Didsbury Training College, Manchester, England. Philosophical Library Inc., 15 E. 40th St., New York 16, N.Y., publisher. No price listed.

A book devoted to the teaching of science through class experiments, to the average students. Suggested experiments are based on the use of materials and apparatus already familiar in everyday life, the authors' theory being that they are the best media for practical work.

PRINCIPLES AND PRACTICES IN GUIDANCE. Cloth, 369 pp. By Emery Stoops, professor of educational administration and supervision, School of Education, University of Southern California, and Gunnar L. Wahlquist, assistant superintendent in charge of curriculum and guidance, El Monte Union High School District. McGraw-Hill Book Company, 330 W. 42nd St., New York 36, N.Y., publisher. \$5.50.

A text designed for the basic course in guidance for upper division and graduate students, and also as an aid to the professional counselor and guidance teacher. Sections are included on the necessity of continuity in guidance, proper gathering of information about individuals, and the setting up of a guidance program.

WHAT'S HAPPENED TO OUR HIGH SCHOOLS? Cloth, 196 pp. By John Latimer, assistant dean of faculties and professor of classics, George Washington University. Public Affairs Press, 419 New Jersey Ave., S.E., Washington 3, D.C., publisher. \$3.25.

How the American high schools

have developed and where and why the author feels they have failed to achieve their goals are the subjects of this study. The author attempts to determine where curriculum and methods weaknesses are, and to suggest improvements which will bring high school to the level of performance necessary in the space age.

RESEARCH IN THE THREE R'S. Cloth, 435 pp. Edited by C. W. Hunnicutt, professor of education, Syracuse University and William J. Iverson, associate professor of education, Stanford University School of Education. Harper & Brothers, 49 E. 33rd St., New York 16, N.Y., publishers. \$6.00.

A presentation of 78 key research reports of this century in the basic subject areas. The reports are condensed, but are presented in the authors' own words, except where the editors have supplied connecting sentences or paragraphs where abridgement occurs.

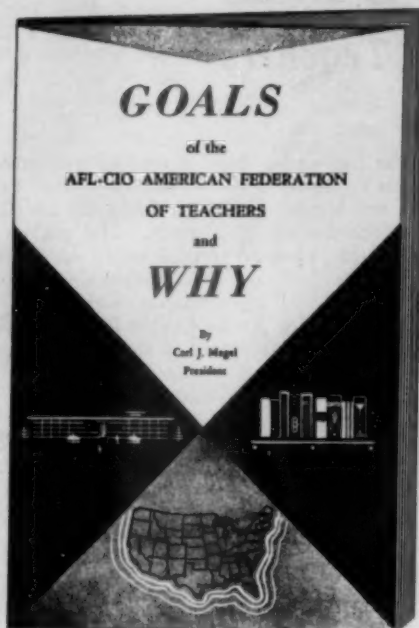
STUDYING THE INDIVIDUAL PUPIL, Part of Exploration Series in Education under the advisory editorship of John Guy Fowlkes. Cloth, 238 pp. By Verna White, director of education, Monterey County Schools, California. Harper & Brothers, 49 E. 33rd St., New York 16, N.Y., publishers. \$4.00.

The author emphasizes necessity for cooperation among teachers, school personnel and allied professional personnel and laymen, and outlines methods of study and interpretation of individual students under classroom conditions.

THE PHILOSOPHY OF HUMANISM. Fourth Edition, Revised. Cloth, 243 pp. By Corliss Lamont, Lecturer in Philosophy, Columbia University. Philosophical Library, 15 E. 40th St., New York 16, N.Y., publisher. \$ 2.75.

The author traces the historical development and current scope of humanism and presents this philosophy as a way of life for moderns. Human beings, he argues, are able to shape their own destinies and find true good in working for happiness on this earth and for the progress of all humanity.

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